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IWY Conference women unite to achieve diverse goals

by Judy Sublett and Betsy Pick

Numbering close to 16,000, elected delegates and observers reacted with resounding negations to questions posed by journalist Liz Carpenter, listened with quiet awe to the power of Congresswoman Barbara Jordan's moving speech, laughed with former First Lady Betty Ford, and stood, joining hands, to recite with lawyer Jill Ruckelshaus the Pléde of Unification of the first Congressionally-mandated National Womens Conference: *We are here in America at last to move history forward. With patience we will listen With wisdom we will decide With vision and courage we will seek equality and liberty And this time, America, we will not be denied.*

The powerful unity generated by delegates of such diverse ages, backgrounds and beliefs in exclaiming the final "we will not be denied," stood as a symbol to the world throughout the remaining Conference sessions of

their purpose in gathering together in Houston. This purpose, superceding the diversity of motives, needs and concerns, was to be heard by a male-dominated America.

And they were heard, but the sounds of conflict repeated over press wires and television sets were limited to a few emotion-packed issues. The general harmony of the sessions was largely unrecorded, as delegates voted nearly unanimously on most resolutions in the National Plan of Action (see box).

Commenting on the Convention as a whole, presiding officer Bella Abzug said that "We are pleased with the way things have happened." She was echoed by Liz Carpenter, who stated that "The reality of this Conference says something about the capacity women have to organize, administrate and run large gatherings."

According to some delegates, the organizational aspects of the Convention became too confining, as limited debate and restricting ground rules moved the agenda forward despite the disruptive

delaying tactics tried by dissenting minority delegations.

Frances Wideman, head of the Alabama delegation, charged the commissioners with forming a vote-swapping coalition in order to rubber-stamp the Plan and present a false show of unity. She admitted using parliamentary debate tactics to postpone action and to split the alleged coalition.

The Alabama delegation was not alone in deploring the lack of debate and opportunity of amendment afforded most resolutions. Time after time, delegates raised the large yellow cards that stood for a point of order or personal privilege, and voiced dismay at the problems encountered by some delegates trying to reach microphones and at what they called the "obvious bias" of the Chair in calling on some delegates and not others.

The problem faced by the presiding Chair became one of recognizing the difference between those who sincerely wished to debate or amend a resolution, and those whose real motive was to delay the action. In vote after



Bella Abzug and Gloria Steinam, outspoken feminist and editor of the Ms. magazine, watch as presiding chairwoman Ann Saunier (center) of Ohio effectively directs convention action. Photo by Betsy Pick

vote, the overwhelming majority of delegates moved to cut off debate and to proceed, lending little credence to the objections. A member of the Virginia delegation, Maya Hasegawa,

commented that the advocates of more debate were "more interested in getting media coverage and getting on the record by using delaying points of order"

(Continued on page 3)

HOLLINS



COLUMNS

Hollins College, Va. 24020

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DECEMBER 2, 1977

Fuel supply looks good for the coming winter

by Tricia Eagan

The fuel situation at Hollins this year is reported to be in good condition according to Mr. William Traylor, director of the physical plant. The school's fuel suppliers have informed Hollins that we should be able to procure all the fuel we need. Hollins uses two types of fuel, natural gas as its primary fuel, and number two oil as its secondary fuel. The Roanoke Gas Company is the natural gas supplier, and Webb's Oil Corporation supplies oil.

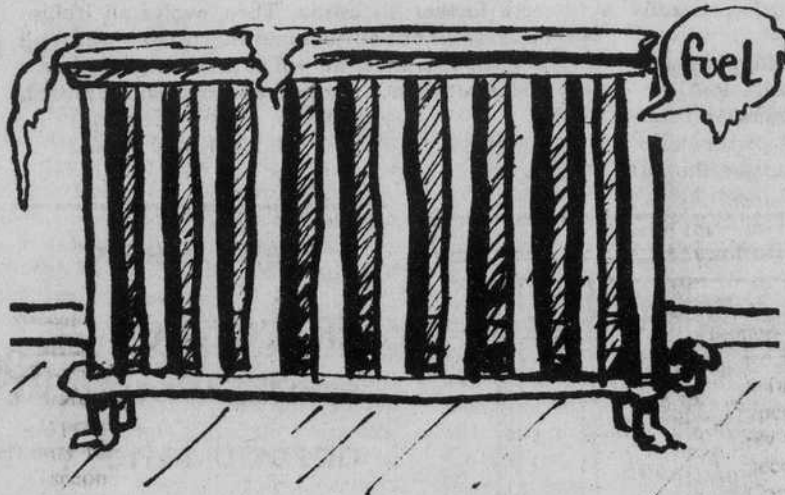
In the past, the College has not had to deal with a fuel shortage. Even during the 1976-77 severe winter months, there was always enough fuel on hand. In fact, the school did not have to resort to its

reserve banks.

The gas company predicts that Hollins may have between forty-five to fifty uninterrupted days of fuel consumption this coming season which would necessitate a change to the secondary fuel system during these periods. Totally, Hollins has an oil capacity of sixty thousand gallons which would last for approximately twenty three days without refueling.

In addition to the information about the fuel situation at Hollins, Mr. Traylor also offered some hints to conserve energy:

"Each student can help to conserve energy by limiting the number of appliances you have on at any one time, burning the lights



you actually need. Turn off all lamps and overhead lights when leaving your room. Report any leaking steam valves in your room or valves you can't turn off. Report any leaking water faucets you find. Take a shower as quickly as

possible. If you prefer a tub bath, reduce the amount of water you have been accustomed to using previously. These are small items for one person, but multiply them by one thousand and you have saved energy and money."

File on finals needs update

Copies of mid-term and final exams and course outlines are available upon request at the library desk.

Each year Dean Holmes requests that faculty members submit copies of this information from the previous term to the library files. The process is optional and not all professors participate.

Mrs. Mildred Mitchell in the circulation department said "a lot of faculty" don't contribute to the files, either through preference or simply because they don't have time.

Thumbing through the notebook marked "mid-term and final exams" Mrs. Mitchell said a student could approximate the nature of a certain professor's exam—multiple choice or essay, for instance.

She added that the files are subject to heavy use during mid-term and final weeks.

Both files are listed alphabetically according to class, and may be borrowed and studied in the reading area adjacent to the library entrance.

Conference resolutions pass

When asked, Commissioner Ruth Clusen, president of the League of Women Voters, said "The number one priority of the Commission is the passage of the ERA." The Equal Rights Amendment, however, was only one of 25 resolutions passed by the delegates at the Conference. These proposals fulfill in part the requirements of Congressional Public Law 94-167 that established the Conference (Section 3, part b-5): "The Conference shall identify the barriers that prevent women from participating fully and equally in all aspects of national life, and develop recommendations for means by which such barriers can be removed."

Passed were resolutions:

Arts & Humanities (more equality in managerial and performing arts openings)

Battered Women (help provide emergency shelter for battered women and their children)

Business (action and outreach programs to aid integration of women)

Child Abuse (provide protective services, 24 hours a day)

Child Care (provide for Federally funded child care and development programs)

Credit (vigorously enforce the Federal Equal Credit Opportunity Act of '74)

Disabled Women (enforce existing laws, help fit into mainstream)

Education (fight discrimination due to sex on all levels of education—promote non-sexist teaching material)

(Continued on page 8)

here & there

by Judy Sublett



Short term advantages

Once again Hollins has survived another Short Term registration deadline, fortunately this time with only minor casualties. The usual pandemonium created by students desperately searching for a topic, their advisors, or the ability to make a decision, was somewhat subdued this year, perhaps due to the fact that registration procedures have been reorganized and Short Term regulations have been tightened up. What one may and may not do for Short Term has been reviewed a great deal in the past three years. Back in the 'old days,' girls were attempting such far-reaching and demanding Short Terms as learning to play bridge and travelling to Florida for weight-loss programs. It's reassuring to find that this year Hollins has gone more academic and is stressing a Short Term program along more serious lines. Students are pursuing interests not only in their

fields of study, but also ones which they would normally not have time for.

Opportunities have arisen this year that are not so readily available once one leaves school. Examples are internships at radio and T.V. stations, art museums, in the government, and travel/study programs to places such as England and Russia.

Short Term may seem to some as a convenient extension of the Christmas holidays, but in reality it is a unique opportunity, offered less and less by many universities and colleges, to explore a field of study which could either enhance one's chosen major or open up an entirely new interest. An interesting Short Term could even lead to a change of major. It can be a month full of revelations, not only about yourself and your willingness to either endure or pursue your topic, but also your education and Hollins.

Letter from the editors

In covering the National Women's Conference in Houston, it was very difficult to remain observers and not participants. In fact, there were times when we opted to drop the unemotional facade of "media people" and clap and cheer with the delegates and guests.

With so much information and so many issues it was also difficult to decide what aspect of the Conference to write about. We covered in this issue three areas—some of the individual personalities involved; the events that took place, after and during

the convention; and some of the gathering's moods and symbols.

The space in the Columns is understandably limited and many of the issues and implications merit further discussion. They involve all Hollins students for one obvious and vital reason—we are all women. Therefore, we will be presenting a program on the conference. The time and place will be posted.

Betsy Pick
and Judy Sublett

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Letter to the editor

Dear Hollins Columns:

I think that this year's new column, "The Roving Reporter Asks" is an excellent weekly feature. I feel that gathering the various sentiments and opinions of Hollins students and printing them is a good method of establishing rapport in our unique community.

The Roving Reporter has a delicate, graceful hand as can be seen in many of the pictures

accompanying each article. For those who somehow missed Susan's picture in the first addition of this year's Columns, I'm sure that there must be some anticipation in seeing the rest of her. Until such time, I suppose, they must be content with seeing only her hand each week. Keep up the good work "R.R."

Betsy Strickland

Hollins Columns Staff

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next week:

- ERA & you
- sports wrap-up
- abroad letters
- a look back

attentionattentionattentionattentionattentionattentionattention

Columns calls all present, prospective staffers to apply

This is an open letter to all would be-and staff members: we are asking for job applications from current staff members and everyone interested in joining the staff next semester. Mid-year applications have a three-fold purpose; first, they allow new people to become involved with the Columns; secondly, they allow those already involved to communicate their opinions of the staff operation so far, and to indicate their desire to change positions, if necessary; finally, they aid us in

re-evaluating staff operations and allow us to more effectively plan for next semester by giving us some indication of staff commitment.

It is important that staff members for next semester decide now the level of their activity with the Columns, and that they keep this decision in mind when registering for classes. Applications are available on upper level Moody outside the Columns office. They must be submitted before the end of classes.

attentionattentionattentionattentionattentionattentionattention

- News Writers Nancy Baria, Kathy Brown, Julie Clinard, Patricia Eagan, Elisabeth Flynn, Debbie Frazier, Ceri Larson, Laura Larson, Lissa Mahlum, Carla Neff, Holly Nires, Betsy Pick, Judy Sublett, Trudy Wallace, Cindy Furrow
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Hoerr looks at Senate; fall break future in doubt

by Susan Durkes

Recently, the *Columns* interviewed Ruth Hoerr '78, president of the Student Senate, about what the Senate has been doing this year. So far, the Senate has been unable to discuss many of the important issues concerning Hollins since this is still the beginning of the year and some of its members are just becoming accustomed to their new offices. "But," Hoerr added, "we have had a chance to speak about subjects in which student interest has arisen."

"Fall Break, for instance, has been one of the main issues that has been discussed at our meetings. Other matters that have been talked about so far this year are the Student Academic Opinion Surveys and the Tenure Committee. As the year progresses, we will be introducing other major topics."

The administration has pointed out a few reasons why Fall Break is not necessary: not many other colleges have a vacation in October; the cost for transportation to and from Hollins is expensive for students who live relatively far away from the

college; and many services at the College (i.e. dining hall, bookstore, Rathskellar, etc.) are closed during this time. Therefore the students who remain on campus during Fall Break must go elsewhere for food and supplies. Some sources have said that the possibility of having a Fall Break next year is dubious, but Hoerr declined to comment on the subject.

A topic of current interest which is being pursued by the Senate are the Student Academic Opinion Surveys. These surveys are given to the students at the end of each semester. The students are asked to evaluate each of the courses and professors they have had during the previous semester. The surveys, to this date, are supposedly available for student viewing, but it is difficult to find out what procedures must be followed in order to have access to these forms. What the Senate would like to do is to let the students know how to acquire these forms. This would allow them to have more information about the courses and the professor before registration.

In the past years, the Appeal

Board Chairman of the Honor Court has been elected by the student body. This year, the Senate is currently discussing the possibility of appointing an Appeal Board Chairman rather than electing one. If this proposition were to pass, it would alleviate any difficulties that may occur in the election.

When asked what the Student Senate does, Hoerr replied, "It acts as a correspondent between the student body and the administration. If the students would like to voice their opinions about subjects which they consider important, they may do so at our meetings or they may ask someone in the Senate to represent their views. Many students are not aware that the Student Senate meetings are open to anyone who wishes to attend. These meetings are held once every two weeks on Sunday evenings. The agenda is posted outside the dining hall on the easel. Everyone is more than welcome to attend and to participate in Senate discussions." The next meeting is scheduled for December 4 at nine p.m. in the Babcock Auditorium in Dana.

Conference background

There seems to be quite a bit of confusion over the action that preceded the Houston Conference (i.e., how delegates were selected, etc.). Here are some key events:

1975—In January of this year, President Gerald Ford created the National Commission in observance of the U.N. International Year of Women. Ford stated, "Americans must now deal with those inequities that still linger as barriers to the full participation of women in our national life." He appointed 39 people from the private and public sectors to the Commission. Congress passed Public Law 94-167 which authorized the Commission to organize and convene a national women's conference, preceded by conferences on the state level, to evaluate the status of women and issues of concern to them. Five million dollars was allotted to pay for the state and national meetings, publishing costs, delegate transportation and lodging.

1976—The IWY Commission published a report "... To Form a More Perfect Union..." *Justice for American Women*, which included recommended actions to promote equality between men and women in all aspects of American life.

1977—During the summer, 56 meetings were held in each state and territory to bring women together to debate the resolutions set out in the National Plan of Action, as proposed in "To Form a More Perfect Union", and to elect delegates to the Conference in Houston. State meetings were organized and run by Commission-selected committees. They were open to the public; both men and women were invited to attend. The National Conference took place November 18-21.

1978—In February, the Commission's final report and recommendations for accomplishing the goals specified in the Congressional mandate must be submitted to the President and to Congress.

review

Orchesis program presents variety, displays talent

by Pattie Berman and Ann Donnelly

Orchesis, the dance group at Hollins, presented "Works in Progress" under the direction of Haruki Fujimoto and Paula Levine Oct. 17 and 18. The program consisted of seven pieces in which both dance faculty and students displayed their choreographic talents.

The first piece, "Movement Studies," consisted of five categories which explain dance as an art of expression. Choreographed by students and arranged and narrated by Paula Levine, the Orchesis members, attired in a variety of colorful leotards and tights, displayed originality in both ideas and movements. Each member of the dance group participated in "Exploiting the Stage Space," an improvisational work demonstrating individuality within a group.

"Good Morning Blues," a jazz piece with music by Rushing, Basie, and Durham, provided a definite change of pace from the sobriety of dance in the former portion of the repertory. Choreographer Margot Atuk provided dancers Hilary Lower, David Schultz, and herself with three wooden chairs as props. Costumed in black, the dancers were both lively and suggestive as they performed high kicks and sleek body bends. Schultz shared his partnering between Lower and Atuk as all three alternated between center stage and the props behind them.

"Reduced for Clearance, or Your Feet are Killing Me" was a

comic and highly entertaining piece by Sherry Wood. The scene was a shoe store in which Julia Davis, Lauren Lackey, Marcia Holmes, Becky Miller, Patty Potter, and Katy Van Leer tried on and danced in anything from rainboots and workshoes to toe shoes and slippers. The dancers fied in intermittently, but as the Green and Porter music captured their spirits they became more and more enthused, effusing movement and energy.

"Two by Peggy Lee," choreographed by Paula Levine and danced by Conway Weary and David Schultz was a romantic and risqué piece set to soft and sensual music by Malneck, Maxwell, Sigman, and Overstreet, Higgins, and Edwards. The partnering displayed the versatility of dance through the use of a series of floor movements, high lifts, and center work.

The highlight of the evening was Haruki Fujimoto's striking and eloquent "Ebumi" with a musical collage by James Montgomery. The subject of the dance is based on a period in Japanese history in which those who condoned Christianity were persecuted. The cast of Japanese villagers and three Christians portrayed their roles with pathos, creating an ominous and intimidating atmosphere. Fujimoto lead the Lord's servants, who used wooden sticks to cage their prisoners and then turned them like batons, banging them on the floor in a dance of power and determination. The final scene is in heaven where a Portugese missionary and two Christians,

Michiko and Hiromi, sentenced to death for refusing to give up their faith, wait with their backs to the audience for the third Christian, Akika, to join them in the ascent to heaven. This dramatic climax was enhanced by moving and sentimental music.

"Works in Progress" was a diversified and entertaining program. The College had the opportunity to witness both the choreography of their peers and the dance faculty as well. The various ways in which dancers portray their roles and produce expressive form were demonstrated.

College legislature begins with elections complete

by Trudy Wallace

The College Legislature will hold its first meeting on December 13. The postponement of this meeting has been caused by the delay of the elections of faculty members to the committees of the legislature.

The College Legislature is composed of three boards that are each assisted by committees. The members of the College Legislature are all teaching members of the faculty whose appointments are for half-time or greater, members of the administration whose duties are pertinent, two members of the Alumnae Association and students. Students comprise one-

fourth of the total membership. The committees of the boards and other faculty members and students selected by the Election Committee.

The College Legislature prescribes requirements for admission, courses of study, conditions for graduation, and procedures for the conduct of academic work. Under the Legislature are the Board of Academic Policy, the Board of Administrative Policy and the Board for Community Life and their appropriate committees. The committees of the Board of Academic Policy are Careers,

men to unseated, dissenting state groups to well-organized, predominately young, lesbians.

Barbara Jordan, in her speech to all those present, echoed the Virginia woman's comment when she said, "The Congress approved five million dollars with its congratulations, but, if we do nothing here productive, constructive or healing, we will have wasted much more than money. We will have wasted, lost, negated an opportunity to do something for ourselves and for generations which are not here.

Not making a difference is a cost we cannot afford.

Of course, the cause of equal and human rights will reap what is sown November 18th through November 21st, 1977.

*What will you reap?
What will you sow?*

than they were in real debate. "I have no objection to having their views heard and put on the record," said a fellow delegate, Beth Marschak, "because it's not just a matter of getting the resolutions passed, but also what we do here that's important." Another member of the delegation explained that "these questions were debated at the state meetings this past summer; most people know where they stand and are ready to vote."

The presiding chair was occupied not only with mediating between the 56 delegations, but also with controlling the 1,700 media personnel and the 14,000 observers present in Sam Houston Coliseum. Delegations were largely composed of middle-class, middle-aged women, but the observers ranged from curious

Curriculum, Faculty Resources, Foreign Study, Graduate Studies, Library, Short Term and Academic Grievances. The Board of Administrative Policy is assisted by the Committees of Admission, Budget, Elections, Financial Aid, Governance and Official College Publications.

The Committees of Religious Life, Human Relations Council, General Speakers Fund and Extracurricular Program advise the Board of Community Life. Two joint committees of the boards are the Committee of Conference with Trustees and the Committee on the Status and Education of Women.

Conference report

continued from page 1

Dating at Hollins

Survey indicates negative opinions, anxious pressure present

by Julie Clinard

Difficult, fair to cloudy, sporadic, inconsiderate, awkward, unnatural, forced, risky, terrible, competitive, limited, shallow, humorous, impersonal, challenging, immature, lacking, restricted, typical and weak. This list of adjectives might easily be mistaken for a description of adolescence, but, it is in fact, a list of the adjectives most often used to describe the dating situation at Hollins.

The dating situation here seems to be a topic of concern to our student body. When some Hollins students were asked, how often their conversations included dating or related topics, ninety per cent of them responded that 30-50% of their conversations were based on this theme. Because of this concern, a survey was composed to collect a group of opinions on this topic from students of each class at Hollins.

Though the specific answers to the questions on the survey were varied, the overall tone was unquestionably negative.

Eighty-nine surveys were distributed to twenty-three, randomly chosen members of each class. Though the specific answers to the questions on the survey were varied, the overall tone was unquestionably negative.

The topics covered most extensively in the survey were the following: 1) the prerequisite to dates (i.e. how far in advance invitations should be extended, rides to and from dates and overnight accommodations), 2) our respect for each other in a competitive dating situation, 3) the pressure that the dating situation at Hollins breeds, 4) the amount of influence that dating has on our personal happiness.

67% preferred that overnight arrangements not include spending the night in the room with their date.

Ninety-eight per cent of the freshman, sophomore and junior classes, as well as 40% of the senior class, agreed that they preferred to be asked out on a date 3-5 days in advance. The remaining 60% of the seniors were satisfied with notice 1-2 days prior to the date. In response to a question concerning the expenses of a date, 85% of those who took the survey felt that this was an obligation of their date, but, a few added that they would

be willing to help with expenses if asked. With regard to a question concerning overnight arrangements, 80% of the girls asked preferred that their date make overnight arrangements for them in advance, and 67% preferred that these arrangements not include spending the night in the room with their date. Most of the girls who answered the questionnaire preferred to date men one to two years their senior.

In response to a question dealing with the most annoying condition of a date, in a party situation: 50% of the freshmen asked, voiced a dislike for a date who got very drunk, and 50% were bothered by a date who got high. The sophomores responded unanimously concerning their irritation with drunk dates, however, there were no objections recorded, concerning their opinions of dates who got high. Seventy-five per cent of the juniors expressed concern over very drunk dates, while 20% of them were annoyed by dates that were high. The seniors seemed most concerned about dating a guy who was very drunk. Ninety-eight per cent responded in this way, while two per cent of the seniors voiced an objection to being in the company of a date who was high.

The twelfth question on the survey asked, "How do you feel about asking a guy out?" The three possible responses to this question were: 1) I don't mind at all. 2) I do mind a lot. 3) I will if I have to. The answer chosen most often was number three, "I will if I have to."

"The pressure is typical of every girls' school . . ."

This tone of hesitancy was also suggested by the answers returned, concerning blind dates. Most of those when asked how they felt about blind dates responded, that they made them nervous, but, that they would probably go anyway.

In contrast to the ancient stigma that womens' colleges are places one goes to get her MRS., only forty per cent of the respondents to the questionnaire placed high priority on marriage during or shortly after college. In accordance with this, only 10% of those asked, expressed disappointment in an evening, if they did not meet a prospective date at a party.

In an attempt to measure the amount of respect Hollins girls have for one another in a competitive dating situation, the question was asked: "How do you feel about snaking other people's dates?" The possible responses were: 1) I never have and would not consider it. 2) I never have but would consider it. 3) I feel o.k. about doing it to a stranger, but never to a friend. 4) I would do it to anyone if the circumstances were

tempting enough. The majority of all four classes answered that they never have and would not consider it. However, 5% of those asked responded that they would never do it to a friend, but would feel o.k. about doing it to a stranger. This data was one of the more positive aspects of the survey results. It leads the interpreter to the conclusion that there does exist, in the Hollins community, a great deal of respect and sensitivity for the feelings of fellow students.

"The fraternities make it hard for a girl to date anyone on a friendly basis."

Some of the most appalling statistics gathered from this survey were those dealing with the pressure, felt by Hollins students, concerning the dating situation here. Ninety-eight per cent of the students, who responded to the survey, felt some pressure to date a certain type of guy, while attending Hollins. Those who felt this pressure seemed to be anxious and unhappy about its existence. One junior responded "I think it is common knowledge that one should date a college man (UVA or W and L), who looks just like his old man (same clothes and hairstyle), and likes grain and beer and the fifties, and is in a fraternity." Another response to the question dealing with pressure read, "There is too much pressure to be dating constantly, which can cause girls to become involved with someone, simply for the security of having a date every weekend."

Some girls responded that there was pressure, which they did not like, but, they felt it was typical. This quote seems to summarize this attitude, "The pressure is typical of every girls' school, to girls chasing after guys and visa versa. Everyone out for their own jams." The stereotypes of boys that girls most often commented on in the survey were: guys who are preppie, good looking, popular, big partiers, fraternity men and good dancers. It was suggested by most of the respondents, that there was pressure exerted both by guys and girls to date a guy who fit neatly into these stereotypes. At the same time, there existed in these responses, undertones of dislike for these stereotypes. One respondent said, "There must be some decent guys at W and L or UVA etc., but if they stereotype us the way we stereotype them, why should they want to date at Hollins?"

Approximately 80% of those who answered the questionnaire

(Continued on Page 6)

The National Women's Conference

Visual reflections on history in the making

Photos by Betsy Pick

Drawings by Judy Sublett

In drawing dozens of sketches, I was struck by how time and time again the speeches I heard reflected the diverse crowd. There was no one symbolic woman of the conference, but many:



"We won't run for cover!"

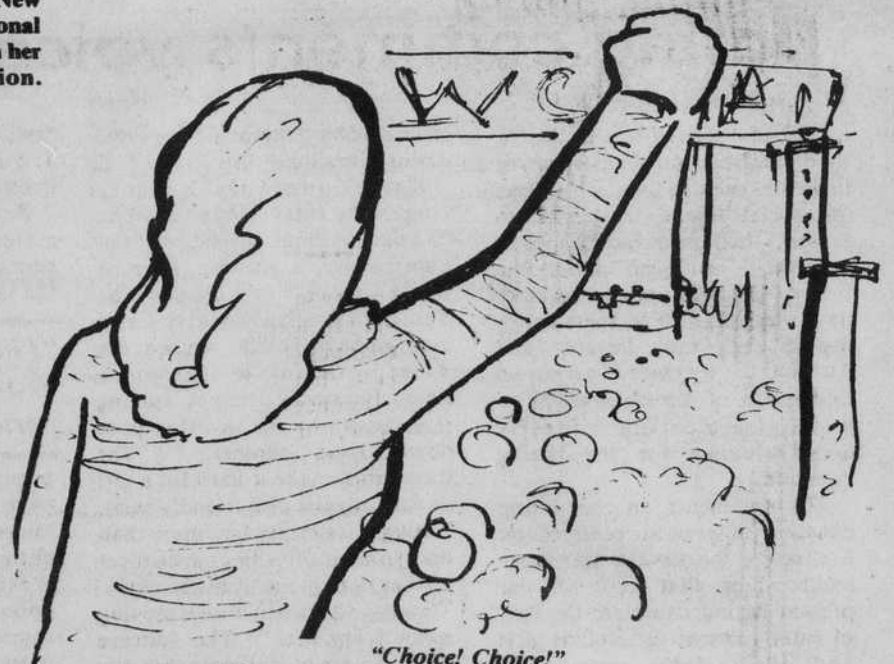
Bella Abzug spoke outside to a persistent crowd the first day who refused to be chased away because of rain.



Bella Abzug, former congresswoman from New York and presiding chair of the International Womens' Year Commission, makes a point in her keynote speech opening the convention.



Billie Jean King holds the symbolic IWY torch, run 2,610 miles from Seneca Falls, New York to Houston, Texas. Billie Jean was joined by several hundred women for the last lap including Bella Abzug.



"Choice! Choice!"

From the back of the convention floor, an attractive, suburban 30-year-old raised her hand in defiance characteristic of another America, but certainly fitting.



Conservative Florida delegates stage an anti-ERA protest on the convention floor.



The floor of the Albert Thomas Convention Hall, next door to Sam Houston Coliseum, (site of the convention) was covered with booths representing states and organizations; delegates and observers browsed among the exhibits and waited to go through the food-service lines for lunch.

Day student turned resident gives view

by Lois Adams

My name is Lois Adams and I'm writing in response to the article on the day students in the last issue of the *Hollins Columns*. I have spent the past three years as a day student. As a senior this year I am living on campus and would like to express my thoughts concerning the differences between the two living situations.

One word can sum up most of my feelings during my first three years of my college career—alienation. Being a Senator representing the Day Students, helped me to keep in touch with the resident Hollins community and relieve my feeling of not-belonging. So in this way I did not experience apathy the way most day students do. In many ways I felt I was not a part of this community because I missed out on many of the social functions. Now living on campus I feel like a true member of the Hollins community because I'm in a recognized group of people on campus, namely East Dorm. I no longer feel like a second class student on this campus. I feel freer to speak out. I feel more involved in my education because I eat and sleep in this environment.

As a day student I had to maintain my role as a daughter

because I went home everyday along with my other roles, such as that of a college student. Living on campus has helped me to concentrate my time on my studies and to narrow down my roles to student, friend, roommate and others. Looking back over the last three years I have now found it hard to believe I actually got up early enough to bathe, dress, eat and drive out to campus in time to go to class. By living on campus I now have a place to call my own where I can go to relax and rest those hours between classes. But living close has its advantages too—like going home for extra clothes and food when needed.

The items brought up in the last issue of the *Columns* concerning the day students dilemma are factual. There is a definite problem created by a sense of alienation. The apathy felt by the day students is due to lack of interest by the Hollins community on the whole. It is a vicious cycle which I hope will be broken in the near future. This might be accomplished if there is more active faculty participation to help show concern for the plight of the day student. In conclusion, all I have to say is that I'm glad I'm here because it's my college experience too!



by Henry T. Nash Professor of Politics

ACADEMIC PROCESSION

One source of considerable intellectual stimulation for me as a teacher at Hollins has come through my relationship with students in the Master of Arts in Liberal Studies (MALS) and the Continuing Education programs. Enrolled at Hollins are over one hundred men and women working toward Master's degrees in the MALS program and over two dozen "older" women from the Roanoke area who are in the process of completing their undergraduate education. There are certain obvious advantages in having these students attend Hollins—not only are they a source of additional student enrollments but, even more important, they provide useful and constructive links with the Roanoke community. However, I'd like to use this space to discuss why I value the opportunity of having these students in my classes.

First of all, they are a serious group of students. MALS and Continuing Ed students have returned to the classroom because their work experiences convinced them that this was the right thing to do. How gratifying it has been to discover that this conscientiousness has tended to be contagious. Second, MALS and Continuing Ed students make a unique contribution to class discussion by injecting diverse yet relevant

perceptions drawn from personal and work experience. Their thoughtful impressions encourage a more animated exchange of ideas, not of the sort that is confined to a dialogue between student and professor but of the sort that involves exchange between student and student.

Third, a more personal point has to do with suggestions MALS students, most of whom are high school teachers in the Roanoke area, have made concerning how my teaching might be improved. For example, I have tended to feel uncomfortable with periods of silence in class and one Roanoke teacher suggested that I might try using silences, letting them persist for a while to see what they could enable to say rather than feeling impelled to step in immediately and "correct" the situation by reactivating the flow of words. Another MALS teacher suggested that I present the work of professional scholars we were studying in a more non-committal manner so that the students could begin to assume the initiative in discovering and proclaiming the strengths and weaknesses of these writers. I suppose, at the time, I viewed these and other suggestions with mixed feelings but now, in retrospect, I have a clearer sense of the utility of some of the observations by MALS students left with me.

Finally, I have been struck by the seriousness, the thoughtful

attentiveness, with which undergraduate women consider opinions expressed by MALS or Continuing Ed students. In part this may be attributable to differences in age and experience. But I think there is more to it than this. Statements coming from MALS and Continuing Ed students elicit a special attention and provoke more serious questions possibly because these statements spring from the world of work and experience toward which Hollins women are preparing to move. Neither I nor my regular Hollins students are as well equipped to bring into the classroom such credible impressions of what the immediate future may hold for undergraduates. This situation is rich with educational possibilities. It is also a situation geared to what I think women's education is about—designing an educational system that will best prepare women to play strong, effective and diverse roles in society.

One is usually prepared to assume that Hollins' MALS and Continuing Education programs benefit both the students enrolled in these programs and the stature of Hollins in the Roanoke area. Beyond this, however, I hope that an appreciation of the special contribution these students make to the educational experience of our regular students and faculty will increase the incentive to broaden support for the on-going effort to attract greater numbers of these students and to reassure them, when they get to Hollins, that they are in the right place.

Dating comments voiced

(Continued from Page 4)

agreed that dating had at least a moderate effect on other aspects of their life, such as their self-image, the social image they wish to project, their personal happiness and their optimism about the future. The fact that dating does have this influence on these major aspects of our inward and outward expression and impression of ourselves seems to legitimize dealing honestly with solutions for the dating situation.

The comments on the dating situation in general, centered on five major points—the immature relationships that exist in our present dating situation; the lack of entertainment for Hollins girls and their dates outside of fraternity parties; the fact that we are expected to put up with "the bull" of dating the stereotypes we do; the limited ways Hollins girls have to meet guys while here at school; and the lack of

individuality expressed in our dating situation.

Some quotable quotes, concerning these five topics were: "I like dating to be, if not constructive, a growing, learning experience—at least not destructive. Mentally and emotionally Hollins women are stilted by the guys most choose to date. Physically, they're ruining their health by the sh— they pour down their throats..." "The fraternities make it hard for a girl to date anyone on a friendly basis. Dating a fraternity boy more than once, practically kills your chances of ever dating one of his brothers. Thank God the situation is moving away from that." "The suitcase school image of Hollins is very true and sometimes very tiresome. Going up the road can be costly, dangerous, inconvenient, etc. It is too bad that Hollins does not have any place like the Pavillion or Fraternity houses to have a

"trashable" party, where girls aren't driving hours in questionable states of mind."

Perhaps the most tragic statement about the dating situation was made by a junior on the loss of her individuality in the

"I like dating to be a growing, learning experience."

present dating situation. It read, "I have had the feeling of being lumped together and not having a chance to be an individual. It's very frustrating when the only opportunity to get to know someone of the opposite sex is in a party situation. It gets dull—very dull..." This loss of individuality is perhaps the biggest sacrifice students at Hollins must make in the present dating situation. I feel any solutions to avoid this sacrifice are well worth our efforts.

'As You Like It' not so likeable in Roanoke

The following article is a reprint from the *Roanoke Times and World News*, Nov. 19, 1977. Elizabeth Neill, the special reviewer, is a graduate of Hollins. When we spoke with Ms. Neill we found that she was "bitterly disappointed" with the production. Ms. Neill added that she would have had more to say "about the whole school of innovation, of doing things to Shakespeare" if she had had more space and time. She concluded by stating that the "1960 style of doing things is behind us now. The validity that it had was in a given period, while Shakespeare done in Elizabethan style is always good."

What might have been a major theatrical event transpired Friday night with the production at the Roanoke Civic Center of Shakespeare's "As You Like It" by the National Shakespeare Company. But what did happen to this delightful comedy may be described in the author's words in "Hamlet," "O murder most foul and most unnatural."

This comedy is one of the most charming plays ever written. It has all the ingredients of romance: a handsome young hero who is gentle but strong, two princesses in disguise and ready for love, a good



duke banished by his wicked brother, and a story that follows Dante's prescription for comedy by beginning in sadness and ending in joy. For those who would be bored with such light romance by itself, there is a brew of wit and humor constantly bubbling among the courtiers in exile, and the brew is spiced with bitters from a hopeless cynic, the melancholy Jaques.

This production, under the direction of Sue Lawless, sacrifices love, wit and charm for something that looked like a parody improvised for a cast party with actors competing to see how bizarre they can be in their characterizations.

There is no focus to all this clowning as there was for example, in the televised comedic production of "The Taming of the Shrew," which was shown last year. And that play could take the heavy slapstick treatment while "As You Like It" is crushed and destroyed by heavy-handed treatment.

The production was promoted as one stressing the "back to nature philosophy" of the 1960's, but that theme would have been more clearly sounded in a conventional

(Continued on Page 7)

Old snack bar now private club

The Private Faculty Club was organized last year in the face of faculty dismay at the sterile atmosphere of the Faculty Lounge in the Moody Center, according to Jack Atwell, Professor of History and unofficial spokesman for the club.

Formerly the old Snack Bar, the vacated building was not specified for any particular use so when 25 or so faculty members approached President Carroll Brewster with a plan he was receptive.

There was a consensus among some faculty members that what Atwell terms "a little hideaway" was in order. "The old Snack Bar

seemed to lend itself to early morning get-togethers," he added.

Between 9:30 and 11:00 a.m. about 25 faculty members filter through the club for coffee and "interesting conversations," Atwell noted. The atmosphere is a far cry from the Moody surroundings and Atwell said most feel it was a fair exchange.

Furnishings were dredged up from the bowels of Tinker—nothing new was bought. The club is entirely self-supporting, with donations for the coffee machine and individual contributions such as plants.

Through the same process, the club has acquired a lending library the character of which was described as "mostly mysteries."

Atwell expressed some concern over feelings that the club might isolate students from faculty. He emphasized that such was not the intent. "The club is open to all faculty and administration members. There are no rules, no committees, no officers."

"It's something we've never had before; it sort of replaces coffee in the Chapel social room and it seems to have been a success," concluded Atwell.

Student performers act tonight

Company II, the student acting group at Hollins College, will present three plays this fall season. "Aria da Capo," by Edna St. Vincent Milay, was presented Wednesday (November 30) and will be presented again Friday (December 2) in Ballator Gallery, third floor of the Moody Center, beginning at 9 p.m.

Two one-act plays will be presented Thursday (December 8) and Friday (December 9) in the Hollins Little Theatre, beginning at 8:15 p.m. The first will be "A Visitor From Forest Hills," one of the three plays in Neil Simon's "Plaza Suite." Next will be "Surprise Package No. 1: Love" featuring an all-woman cast in collections of scenes from famous

plays including musicals.

Admission to all these plays is by a 50-cent donation.

Company II is an outgrowth of last year's student group which was called the Necessary Rep. Company II Plays are totally produced by students.

Directing "Aria da Capo" will be Patricia Thomson, a junior from Annapolis, Md. Director of Simon's comedy will be Gayle Yocius, an adult student from Roanoke who has worked with Showtimers. Phyl Nagy, a freshman from New York City, will direct "Surprise Package."

Acting in Thomson's play will be Simon Doherty, an exchange student from England; Karen O'Connor, a junior from Subury,

Mass.; Demetra Quinn, a junior from Memphis, Tenn.; Jeannie Aker, a junior from Cloverdale; and, the director of Simon's play, Ms. Yocius.

Acting in her play will be Rick Yocius, also from Roanoke with experience from Showtimers; and Stacey Certzmeier, a freshman from Philadelphia, Pa. Cast members of "Surprise Package" include Katherine Altwater, freshman from St. Louis, Mo.; Susan Cole, a senior from Mexico; Elizabeth Gwaltney, a freshman from Charlottesville, Va.; Lee Marlow, freshman from Saudi Arabia; Frazier Millner, freshman from Chatham, Va.; and Jill Upshaw, a senior from Newport News.



David and Lisa on tonite

by Sherrie Hawkins

David and Lisa is a movie that is little known and seldom shown, but it is well worth watching. The story is based on an actual case history of two emotionally disturbed teenagers. David believes that touch is deadly. Lisa has two distinct personalities; one is mute, and the other speaks only in rhyme.

Unable to respond to therapy at their special school, David and Lisa develop a deep mutual trust. This enables them to break through the defenses that isolate

them from each other and from the rest of the world.

Keir Dullea, Janet Margolin, and Howard daSilva star in the Cinema Society's selection for December 2. Frank Perry directed this movie which was released in 1962. In that year it won major film festivals in Venice and in San Francisco. It was also nominated for two Academy Awards.

This film is highly recommended for its insight into the world of the emotionally disabled: their affects on each other and on the world around them.

HOW HOLLINS CELEBRATES CHRISTMAS:

DECEMBER:

6th Grapheon Christmas Tea
8pm GDR

10th President's Dinner for
Faculty & Seniors (Jr.s
Serve) 7:30pm

11th Christmas Tea - GDR
WHITE GIFTS CHAPEL
SERVICE - 7:30

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'As you like it'

(Continued from page 6)

production with actors carrying on the debate about life at court versus life in the country in a manner faithful to the text. The Lawless production (no pun intended) did it with dirt, jeans, mikes and stereo equipment. They even cut out the speeches, or most of them, that dealt with the nature theme.

The joint effort of the three valley colleges to bring Shakespeare back to the community is still a great idea, even though this production was a disappointment. It is to be hoped that they will try again but be wary of poorly conceived, innovative presentations.

Golf team? Duncan says yes

by Laura Larson

Nancy Duncan '78 represented Hollins at the Virginia State Collegiate Golf Tournament in Harrisonburg October 13.

"It was so cold. I was miserable. It rained throughout the tournament—that always seems to be bad luck for me," Nancy said.

Maybe luck is a factor and maybe not. In Harrisonburg Nancy wasn't one of the winners.

A month after the fact, Nancy a participant and not a winner this time, where is the News in this story?

Yes, Virginia, Hollins does have a golf team—of sorts.

"Sometimes we do, sometimes we don't," said Lanetta Ware, associate professor of physical education and coach of the team.

"The sport is time consuming. It takes four hours to play 18 holes as opposed to the hour it takes for a field hockey game. Girls have other time commitments," Ware said of participation.

Hollins has participated in one match this fall. Olivia Allison '78 and Nancy Duncan played at Sweetbriar, then Nancy attended

the tournament in Harrisonburg. Ware hopes for "more participation" in the spring. In describing Nancy as "an avid golfer" she added, "Unfortunately, we don't have three others like her to make a team."

Sally Peters '81 was busy with field hockey this fall but Ware regards her as one of the "hopefuls" for this spring.

"She's an excellent golfer," affirmed Duncan, who met Sally through summer tournament play.

Nancy participates annually in the Virginia State Amateur in Hot Springs, a week-long tournament each summer. Nancy is also a member of the Northern Virginia District Golf Association at home in Alexandria.

For Nancy golf is a major time commitment. After playing for 11 years she is presently coached by Bill Strausbaugh whenever she is home.

"Bill says I have potential, but feels my lack of confidence is holding me back," said Nancy. "Although I love to compete—the challenge is great because in golf you never have the same shot twice, so your concentration is intense—I really don't have that killer instinct," she admits.

Nancy doesn't get to play golf as often as she'd like to at Hollins. "It's hard to get people out there to play," she said.

But Nancy is holding out for more opportunities in the spring.

So while the volleyball team looks for cheerleaders, the golf team looks forward to golfers.

According to Nancy the problem is twofold. "Tournaments require three or four players from each school. Right now we don't have a dependable team. And a lot of girls golf but don't consider playing on a team when they easily could."



Nancy Duncan '78

Photo by Karen Colwell

Swimmers begin to make waves

by Barrie L. Da Parma

The college's swim team spent long hours in the pool preparing for their opening meet of the season on November 29. Sweet Briar and Virginia Polytechnic Institute were the challengers of Hollins and will compete in V.P.I.'s pool.

The '77-78 team is made up of eleven swimmers with Mrs. Marcia Bryant as the coach and Kennan Marsh '78 the captain. Other swimmers include Amy Bradshaw '81, Caroline Ferry '81, Gina Lammers '81, Toni Smith '81, Frances Valentine '81, Pat Lowman '79, Lesslie Preston '80, Judy Sublett '78, Carolyn Ward '81 and Patty Smoot '78.

Coach Bryant didn't want to make any comments about how the team will do this year as she hasn't worked with them long enough to say. Last year's team had a record of 3 wins and 2 losses.



IWY resolutions

(Continued from Page 1)

Elective and Appointive Office (the President on down should increase efforts to increase numbers of women in office)

Employment (support a policy of full employment so that all women who are willing and able to work may do so)

Equal Rights Amendment ("Equality of rights under the law shall not be denied or abridged by the United States or by any state on account of sex.")

Health (increase health insurance benefits—more action by the FDA)

Homemakers (equal rights under the law with breadwinners)

Insurance (end discrimination on basis of sex)

International Affairs (include women's point of view in determining foreign policy)

Media (employ women in all areas—end sex-role stereotyping)

Minority Women (delegates passed a substitute resolution address in general to specific need of each minority group)

Offenders (states to review sentencing laws—improve training of inmates)

Older Women (provide services that enable elderly women "to live with dignity and security")

Rape (review laws—expand victim compensation)

Reproductive Freedom (guarantee reproductive freedom, federally funded abortion, sex education)

Rural Women (rural educational policy designed to meet specific problems)

Sexual Preference (rights not denied on basis of sexual preference)

Statistics (management and budget collect data on status of women)

Women, Welfare and Poverty (a substitute resolution—improve welfare, employment, social security and retirement systems)

Women's Department (the only resolution that failed—establishment of cabinet-level department of women)

A detailed copy of each resolution is available in the College library.

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